

English Language Pedagogy

अंग्रेजी भाषा शिक्षण शास्त्र

Most Important CTET, MPTET, UPTET,
REET and all State TET Exams

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Hello Friend , I am नितिन गुप्ता From – Nitin-Gupta.com

आज की हमारी PDF **English Language Pedagogy** बिषय से संबंधित है , जो कि आपको CTET, MPTET Samvida Exam, UPTET, REET, HTET व अन्य State TET व Teaching Exmas के लिये बहुत ही उपयोगी सिद्ध होगी !! इस PDF को First Rank Publications द्वारा तैयार किया गया है !!

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English Teaching

☞ Language is a very essential element in the culture of a society. It is through language that human beings communicate to each other and share each others thoughts, feelings and emotions. So we can say language is the vehicle of all human experience.

☞ According to **Leonard BloomField** each community is formed by the activity of language.

☞ Hence, language is the linguistic code of a society - a way of communication, a habit of people.

☞ Language is acquired by practising it regularly as swimming, typing etc. When the habit becomes automatic we acquire command over it. So language learning is the habit forming process. Thus, it can be called acquired skill.

☞ Every child learns mother language by listening and speaking it, in natural environment. He imitates speaking, reading and writing.

☞ Four basic aspects of language are co-related with for basic skills :-

(1) **Semantic** - related to understanding - a listening skill.

(2) **Phonetic** - related to sound and pronunciation - a speaking skill.

(3) **Graphic** - related to written form - a writing skill.

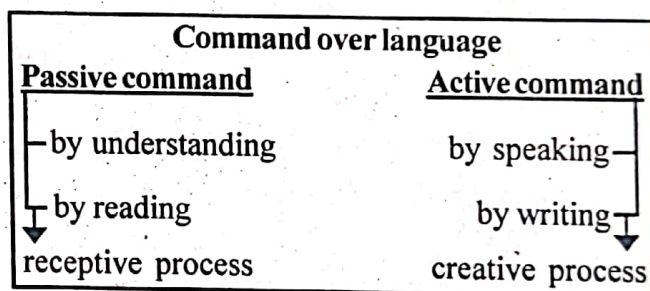
(4) **Phonetic-cum-graphic** - related to reading - a reading skill.

The Psychological & Scientific sequence of language learning and teaching should be in the order of - Listening - Speaking - Reading & Writing.— (RPSC Illrd Grade Teachers Exam. 2004-2007)

☞ According to **Palmer** "The language learning is essentially a habit forming process, a process during which we acquire new habits."

☞ The process of comprehension of spoken language and written language (reading) is a receptive and it leads to passive commands. But on the other hand, speaking and writing are creative and leads to active command.

☞ According to **Dr. Bist** it can be explained by the following diagram -



Characterstics of English Language

1. English is a progressive language.
2. It is flexible and its progress over the countries is makes it clear.
3. It is systematic and has a fixed sentence structure having a fixed order of words in a sentence.
4. It has its own system of writing. It is a graphical language.
5. It has its own grammar that describes the way it should function. Grammar is the root of any systematic language.
7. English is a high modulated language laying emphasis on articulation and pronunciation.

Importance of English language

1. English is an international language. It establishes contacts between different nations of the world.
2. It is the language through which we can exchange over views with the people of another countries.
3. It serves as a common language of Indians. It has already united Indians.
4. It gives an appportunity to Indians to get employment.
5. English is a link language.

Aims of Teaching English

☞ The aims of teaching a language may be categorized under two headings:-

1. Understanding the language when spoken or written.
2. Understanding the expression, thoughts, feelings and ideas in speech as well as in writing.

☞ The following abilities are the fundamental aims in teaching a language-

1. Understanding the spoken language.
2. Understanding the written language.
3. Expressing the thoughts and ideas through speech.
4. Expressing the thoughts and ideas through writing.

☞ It can therefore be said that there are four aims of teaching English at school stage. These are as follows:-

1. To enable the pupils to understand spoken English.
2. To enable the pupils to speak English correctly.
3. To enable the pupils to read English correctly.
4. To enable the learners to write English correctly.

General aims of Teaching English

1. **The semantic aspect** - It means the understanding of the meaning or to understand the meanings of words and their relationship as used in a sentence. It deals with comprehension.
2. **The phonetic aspect** - It deals with the spelling and pronunciation of words.
3. **The Graphic aspect** - It is the writing aspect and deals with the written form of a language.
4. **The phonetic-cum-graphic aspect** - It deals with reading aspect.

Fourfold objectives of Teaching English

English is an important foreign and international language. Hence, its teaching in India should have a fourfold objective. According to **Palmer, Thompson and Wyatt**, there are four aims of teaching English to Indian school children viz:-

1. To understand the English language when written.
2. To understand it when spoken.
3. To speak it; and
4. To write it.

The main maxims of English Teaching are following-

1. From **Know to Unknown**
2. From **Simple to Complex**
3. From **Concrete to Abstract**
4. From **Whole to Part**
5. From **Indefinite to Definite**
6. From **Particular to General**
7. From **Analysis to Synthesis**
8. From **Induction (आगमन) to Deduction (निगमन)** — (RPSC IIIrd Grade Teacher Exam-2004)

Objectives at the junior high school level

☛ The junior high school level includes - VI, VII & VIII classes. The objectives are following:—

1. The pupil acquire vocabulary of about 2,500 words at the end of this stage.
2. The pupil reads the written matter with understanding.
3. He composes freely in speech and writing.
4. He acquires a rational outlook regarding the system of English language.
5. He compares the structures of English with those of his mother-tongue.
6. He makes proper use of English words.
7. He speaks English with acceptable pronunciation, proper stress and intonation.
8. He thinks and speaks in English with ease and facility.
9. He develops interest in reading articles of general interest in English.
10. In day to day situations he converses and

talks without hesitation in English.

11. He makes use of resource material, e.g. dictionary, reference, books, etc.
12. He develops interest in English literature.

Objectives at the senior secondary school level

☛ Senior-secondary level consists of IX, X, XI and XII classes. The objectives are following:—

1. To enable the students to speak English freely.
2. To enable him to speak English language correctly and fluently.
3. To enable him to acquire the ability to understand the native speaker of English language & to respond.
4. To enable him to read and understand English literature, magazines, news papers etc.
5. To enable the students to acquire a thorough knowledge of English grammar & develop a critical outlook.

Objectives of Teaching English

- ♦ The objectives of teaching literature are cognitive and affective. The cognitive objectives are knowledge, understanding, creative or critical analysis. The affective objectives are, feelings, values appreciation beliefs attitudes and feeling of emotional integration or patriotism.

General Objective of Teaching Literature

Teaching Objectives

(1) Knowledge Objectives

(2) Understanding of Comprehension objectives

Objective in Behaviour Term

- (1) To Provide the awareness of the various of literature.
- (2) To develop the awareness of content provide in the forms of literature.
- (3) To provide the awareness about the history of literature.
- (1) To develop the understanding of prose, poetry, stories, drama and novels.
- (2) To understand the theme provide in the various forms of literature.

- (3) **Analysis and Synthesis a review objectives**
- (1) To analyse the thoughts and sentiments expressed through poem.
- (2) To review or criticise the themes given in these forms.
- (4) **Creative and Evaluative objectives** ♦ To evaluate or react according to his own the thoughts expressed.
- ♦ The different forms of teaching literature have different teaching objectives. The form wise teaching objectives have been given in the following table :

Teaching Objectives Literature

(a) Teaching Poetry, Poem

- (1) **Understanding & appreciation affective aspect.**
1. To understand the theme of poem.
 2. To memorize the poem.
 3. To appreciate the theme of the poem.
 4. To identify the form of poetry of poem.

(b) Teaching Prose

- (2) **Knowledge comprehension evaluate and criticise the thoughts and ideas.**
1. To develop the awareness about the various forms of prose literature.
 2. To acquire the meaning of the prose.
 3. To develop-full understanding of the theme of the prose.
 4. To analyse, review the prose literature.
 5. To develop the ability of critising its theme.

(c) Teaching Stories and Dramas

- (3) **Knowledge understanding and analysis or criticism.**
1. To develop the knowledge and understanding the story.
 2. To develop the awareness about the facts, events and its validity.

(d) Teaching Biographies & Autobiographies

- (4) **Knowledge comprehension and its affective aspects.**
1. To identify the life style of the person.
 2. To appraise the events of his life

(e) Teaching Essay

- (5) **Knowledge skill and evaluation.**
1. To develop the awareness about different types of essays.
 2. To develop an ability for writing an essay.

English as a Second Language

☞ The status of any language can be determined by the perceptions of the language users regarding the value of that language and their desire for using it. Accordingly, a language may be classified as.

☞ **Mother tongue or first language (L1).**

☞ **Second language (L2) and**

☞ **Foreign language (F.L.)**

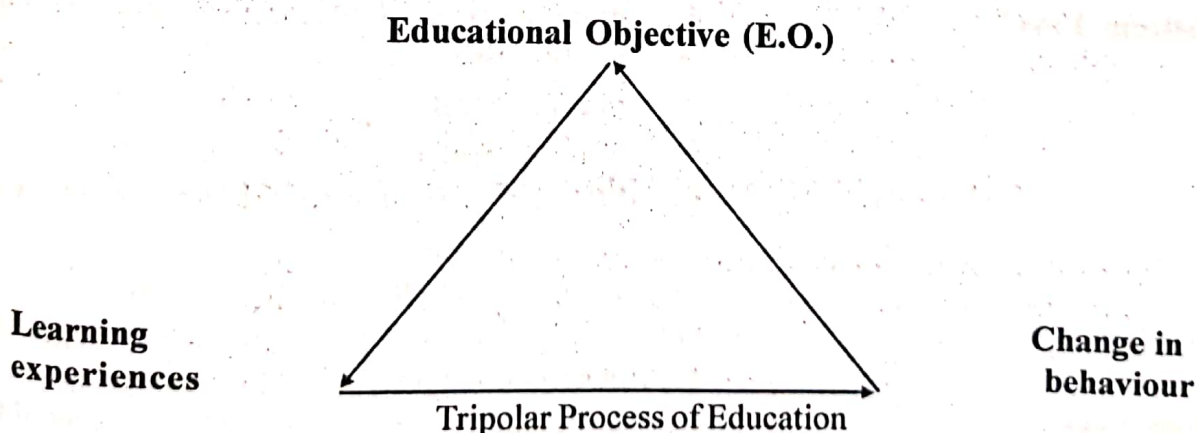
☞ Usually a person's **mother tongue** is considered as the **first language** because he first learns it from his mother's lap and is continuously exposed to it and feels most comfortable in using it as he grows up. In a multilingual country like ours, some times, the regional language is also considered as the first language.

☞ A **second language** is usually not a native language in a country but is widely used as a medium of communication. It is generally used along with the native

languages for social and personal purposes. It is often regarded as local rather than a foreign language inspite of its foreign origin. For us Indians, English has a special place. It is not a foreign language. It is a second language and is used by the people in many ways that marks its social status.

☞ A **foreign language** is one which is not used as a medium of instruction in schools and colleges. It does not serve as a means of communication within a country. It is taught as a school subject or at senior level solely for the purpose of giving the students a foreign language competence which he may use in one or several ways. It may be needed by the people who work in tourism, business and some sections of civil services. In countries like **China, Japan, Israel, Russia, English** is described as a foreign language.

B.S. Bloom believes that education is a tripolar process :



Taxonomy of Cognitive Objectives

Level of Objectives

Category with Content

Low Level

1. **Knowledge** : (Remembering facts, terms principles in the form that they were learned).
 - (a) **Knowledge of specifics**
 - (i) Knowledge of terminology.
 - (ii) Knowledge of specific facts.
 - (b) **Knowledge of ways and means of dealing with specifics.**
 - (i) Knowledge of Convention.
 - (ii) Knowledge of trends and sequences.
 - (iii) Knowledge of classifications and categories.
 - (iv) Knowledge of Criteria.
 - (v) Knowledge of methodology.
 - (c) **Knowledge of Universal and abstraction in a field.**
 - (i) Knowledge of principles and generalizations.
 - (ii) Knowledge of theories and structures
2. **Comprehension** : (Understanding material student without necessarily relating it to other material).
 - (a) Translation.
 - (b) Interpretation, and
 - (c) Extrapolation.

Medium Level

3. **Application** : (Using Generalizations or abstractions appropriately in concrete situations).
4. **Analysis** : (Breakdown the material into elements).
 - (a) Analysis of elements.
 - (b) Analysis of relationship.
 - (c) Analysis of generalization principles.
5. **Synthesis** : (Combining elements into a new structure).
 - (a) Production of a unique communication.
 - (b) Production of a plan or proposed set of operations.
 - (c) Derivation of a set of abstract relations.

High Level

6. **Evaluation** : (Judging the value of material for a specified purpose).
 - (a) Judgement in terms of internal evidence.
 - (b) Judgement in terms of external criteria.

Teaching English

Teaching English Language

Language is science

Based on observations and experience

Empirical approach

Cognitive and Psychomotor Development

Semantics, Phonetics, Morphemes Skills, Reading, Writing Speaking, Listening grammar

Rules of language uses Sentence structures

Analytical Approach

(2) Teaching English Literature

Literature is an art

Actions and feelings and beliefs

Logical approach

Cognitive and Affective Development

Prose, Poetry, Stories, Drama composition

Attitude feeling beliefs Criticism and appreciation

Critical Approach

Types of Instructional methods on the basis of roles of teaching variables :

1. Teacher-Controlled Instruction (TCI),
2. Learner-Controlled Instruction (LCI), and
3. Group-Controlled Instruction (GCI).

Nature of Teaching Methods

Teaching Method	Nature of Teaching Learning
1. Lecture Method	(a) Teacher, Controlled Instruction (TCI)
2. Demonstration Method	(Monologue Instruction)
3. Team Teaching Method	
4. Chalk and Talk Method	
1. Questions Answer Method	(b) Interactive Procedure of Instruction (T-LCI)
2. Interactive Procedure	(Dialogue Instruction)
3. Group Discussion Method	
4. Tutorial Method	
1. Programmed Instruction	(c) Learner-Controlled Instruction (LCI)
2. Library Method	

3. Computer Assisted Instruction
4. Laboratory Method
5. Assignments

(Self-Study)

1. Project method
2. Simulated Instruction
3. Field Trips and
4. Field Work

- (d) Group-Controlled Instruction
(GCI)
(Action Orientation Instruction)

1. Telling Method-Lecture, Question-answer, Discussion, etc.
2. Showing Method-Demonstration, Excursion, etc.
3. Doing Method-Project, Role playing, Practical etc.

Pedagogical Analysis of English Literature

Content of Literature

(1) Teaching Poetry

(2) Teaching Prose

(3) Teaching Story

(4) Teaching Drama

(5) Teaching Novel

Teaching Methods

1. Lecture Method,
2. Question answer method,
3. Review method,
4. Song method, and
5. Meaning and understanding method.

1. Lecture method,
2. Question Answer method,
3. Review method,
4. Meaning use understanding method,
5. Structural method, and
6. Translation Grammar method.

1. Story method, and
2. Question answer method.

1. Dramatisation method,
2. Lecture method,
3. Question answer method,
4. Dialogue method, and
5. Review method.

1. Story method,
2. Dramatization method, and
3. Review method.

◆ The following are the main techniques of teaching English literature :

1. Questioning technique,
2. Narration technique,
3. Explanation technique,
4. Description technique,
5. Exposition technique,
6. Illustration technique,
7. Story telling technique,
8. Lecture technique
9. Supervised study technique,
10. Demonstration technique.

Pedagogical Analysis of English Language

Content of Language

(1) Teaching Grammar

Teaching Method

1. Deductive-inductive method.
2. Substitution method,
3. Structural approach method and
4. Dr. West method.

(2) Teaching Semantic

1. Deductive-inductive method,
2. Question-answer method,
3. Dr. West method and
4. Structural approach method.

(3) Teaching Phonetics (Vocabulary & Pronunciation)

1. Imitation method,
2. Pronunciation drill method,
3. Phonetics method, 4. Subsidiary method and
5. Language laboratory method,

(4) Teaching Graphic (Writing & Spellings)

1. Imitation method,
2. Pronunciation drill method,
3. Play-way method, 4. Transcription method and
5. Language laboratory method.

(5) Teaching Phoneticum-Graphic (Teaching Reading)

1. Imitation method, 2. Model reading,
3. Dr. West method, 4. Library method,
5. Phonetic method,
6. Language laboratory method.

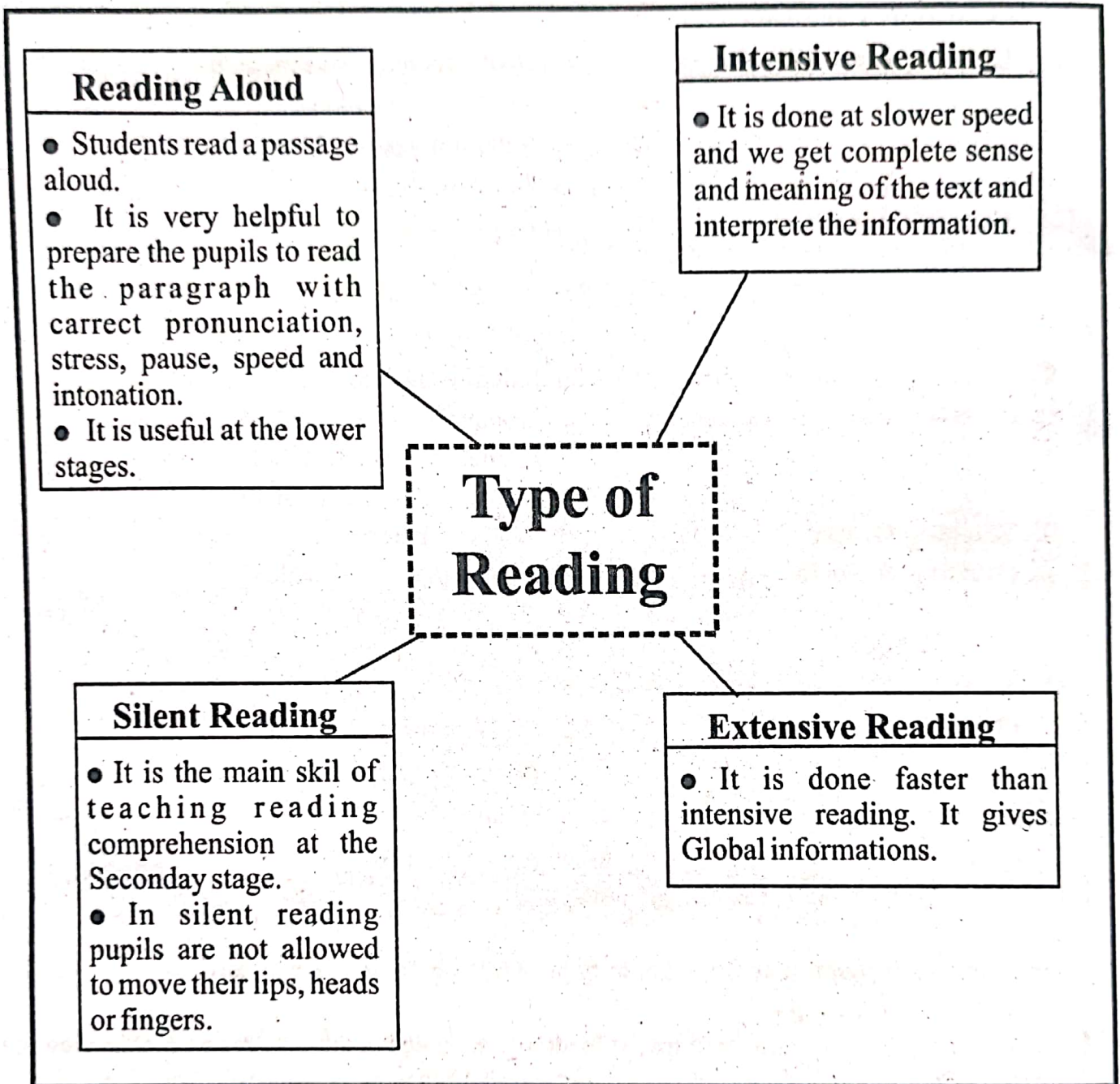
Methods of teaching English

☞ Methods is an overall plan for the orderly presentation of language material which is based upon selected approach.

☞ An approach describes the nature of subject matter to be taught. It states a point of view, a philosophy. It is a set of co-relative assumptions dealing with the nature of language and the nature of language teaching and learning.

Methods	Approach
1. Direct method—French International Phonatic Association	Structural approach
2. Bilingual method—Prof. C.J. Dodson	Situational approach
3. Translation-cum-grammar method	Audio-lingual approach
4. Dr. West's method—Dr. Michal West	Communicative approach
5. Substitutional method—H.E.Palmer	

अंग्रेजी शिक्षण विधियाँ



यह जीवन है

“जब तेज हवा बहती है तो कुछ लोग अपनी हिफाजत के लिए उसके खिलाफ दीवार बनाते हैं।
कुछ लोग ऐसे वक्त में पवन चक्कियाँ खड़ी करते हैं जो हवा को ऊर्जा में बदल देती है।
ये आपका रवैया है कि आप दीवारें खड़ी करना चाहते हैं या ऊर्जा से भरपूर होना चाहते हैं।
परिस्थितियाँ चाहे जैसी भी हो।”

Structural Approach Method

Aim of Structural Approach

- Reading lessons को पढ़कर उनके साथ सह-सम्बन्ध स्थापित कर Grammar और Composition सिखाना।
- Understanding, Speaking, reading और Writing से सम्बन्धित मौलिक क्षमताओं (Fundamental Skills) विकसित करना।
- Aural-oral approach और Active method पर समुचित बल हेतु।

Disadvantage of Structural Approach

- यह शिक्षक को यह नहीं बताता है कि लिखित कार्य हेतु क्या Material हो।
- इस approach का Center Material है, Child नहीं। इस प्रकार यह Child Centered Education की उपेक्षा करता है।

विशेष

- Direct method के सुधरे इस रूप में Suitable pattern में शब्दों व वाक्यों को Arrange कर भाषा सीखने की प्रक्रिया चलाई जाती है।
- इस Method के अन्तर्गत बहुत से Sentence Pattern हो सकते हैं- जैसे-(1) Pattern having two parts - s/v/ : She/ goes. (2) Pattern having three parts- s/v/o : He/reads/a book
- इसमें भाषा शिक्षण के Four skills:- Listening, speaking, reading और Writing पढ़ाये जा सकते हैं।

Advantage of structural Approach (संरचनात्मक विधि के लाभ)

- अंग्रेजी सीखने में विभिन्न Structure का ज्ञान प्राप्त करने में सहायक।
- शिक्षक द्वारा बोले जाने पर बालक Sentence Pattern सुनते हैं फिर अपने आप इसकी पुनरावृत्ति करते हैं। इस प्रकार पढ़ने व लिखने के पूर्व इसे सीखते हैं।
- Structure of Sentence सीखने से बालक व्याकरण रचना सम्बन्धी सामान्य त्रुटियाँ नहीं करता।
- अंग्रेजी शिक्षण Play-way में संभव बनाता है।

Principle of Structural Approach

- बालकों की क्रियाशीलता।
- Speech को महत्व, ताकि अभिरूचि बढ़े।
- शब्दों को सही रूप में व्यवस्थित करने की आदत बढ़े।
- सरल से कठिन की ओर बढ़कर सीखे।
- मातृभाषा का भी यथोचित प्रयोग कर, वे समझ सकें।

Grammar and Translation Method (व्याकरण एवं अनुवाद विधि)

→ गुण

1. इस विधि का सर्वाधिक लाभ Vocabulary वृद्धि की दृष्टि से सर्वाधिक है।
2. अनुवाद से शब्द व Phrases के अर्थ ही नहीं अपितु प्रयोग भी सिखाये जाते हैं।
3. अनुवाद विधि में बच्चे विदेशी भाषा के शब्दों को मातृभाषा के शब्दों से Associate कर शीघ्र समझ लेते हैं।

→ दोष

1. अंग्रेजी भाषा का रचना रूप सभी भारतीय भाषाओं से भिन्न है। इसलिए उसका शब्दशः अनुवाद सम्भव नहीं है।
2. यह मनोवैज्ञानिक दृष्टि से बहुत गलत है। यह भाषा सीखने के मूल तत्वों को ध्यान में नहीं रखती है। भाषा में पहले बोलने और Oral Speech का अभ्यास किया जाता है, जबकि यह देखने पर बल देती है, सुनने को उपेक्षित करती है।

→ विशेष

1. शब्द, शब्द-समूह और वाक्यों (Words, Phrases and Sentences) को मातृभाषा में अनुवाद करके पढ़ाना इस विधि का मूल सार है।
2. इस विधि का मूल आशय है कि अंग्रेजी शिक्षण में अंग्रेजी शब्दों, शब्द समूह तथा वाक्यों को शब्दशः मातृभाषा में अनुवाद कर पढ़ाना।
3. इस विधि के समर्थक नवीन शब्दों के अर्थ पर अधिक बल देते हैं। Phrases तथा Sentences को बाद में महत्व देते हैं।
4. शिक्षण की इकाई शब्द होता है न कि वाक्य।
5. व्याकरण को आगमन विधि (Deductive method) से पढ़ाया जाता है।

→ विशेषताएँ

1. अंग्रेजी शिक्षण में मातृभाषा ही सर्वोपरि बनी रहती है, क्योंकि इस विधि में शब्द मातृभाषा से अनुवाद करने की प्रक्रिया रहती है।

Direct Method (प्रत्यक्ष विधि)

गुण (Merits)

- A Natural Method (स्वाभाविक विधि)
- Fluency of Speech (भाषण में धारा प्रवाह)
- Taste for English Language and Literature (अंग्रेजी भाषा और साहित्य के प्रति रुचि)
- प्रत्यक्ष विधि बालक को अंग्रेजी भाषा पर Command करने की क्षमता एवं योग्यता प्रदान करती है।
- शैक्षिक सिद्धान्तों पर आधारित (Based on educational Principal)

दोष (Demerits)

- यह विधि Aural-oral बात पर बल देती है लेकिन Visual appeal पर ध्यान नहीं देती।
- An Uneconomical Method
- An inConvenient method- भारतीय कलाशों में ज्यादा भीड़ होने की वजह से।

विशेष

- Direct Method of teaching English का उदय परम्परागत Translation method की प्रतिक्रिया स्वरूप हुआ।
- Direct Method को Reformed method भी कहते हैं।
- इस विधि में शब्दों के हिन्दी या मातृभाषा में अर्थ नहीं बताये जाते हैं बल्कि इन्हें सम्बन्धित Object से Associates कर छात्र को Meaning वास्तविक रूप से या तस्वीर दिखाकर शब्दों के अर्थ Directly समझायेगे।

उदाहरण : Knife, Book के अर्थ समझाने के लिए इनकी तस्वीर दिखायेंगे।

प्रत्यक्ष विधि की विशेषताएँ Features of Direct Method

- प्रत्यक्ष विधि शिक्षण के Oral Teaching (मौखिक शिक्षण) पर बल देती है।
- मातृभाषा का कम से कम उपयोग (Minimum use of mother-tongue)
- प्रत्यक्ष विधि का सिद्धान्त है कि Speech का यूनिट, वाक्य होना चाहिए, शब्द नहीं।

METHODS

Direct Method

☞ This method is called **natural or reformed method**. According to **Felix Franks** - "The moment a concept (meaning) and foreign word are **intimately** brought into contact **without** the intervention of the native word, we have the Direct Method."

☞ Direct Method term was coined in 1901 and patronized by **French International Phonatic Association**. The object of the direct method is to teach the language directly.

☞ It aims to create a direct bond between the words and their meanings, thought and expression. It minimize the use of mother tongue.

Principles of direct method -

1. Sentence is the unit of speech.
2. In this method oral training is given.
3. It proceeds from simple live situation to abstract concepts. Hence, It gives emphasis on **concrete to abstract**.
4. It helps to build good speech habits without the use of mother tongue.

Merits of direct method:-

1. In this method the English language is taught in the same way in which the child learns his own mother tongue. [RPSC T.Ex. (III Gr.)-2007]
2. It gives a real command over the English language.
3. It develops a better expression in speech and in writing.
4. It enables the learners to express their thought and feelings directly in English without the use of mother tongue.

5. The use of A.V. aids - objects, pictures, modals, actions etc. make the lesson real and interesting. Hence, the pupil acquire a practical command of language.

Demerits of direct method-

1. It only gives emphasis on speech training.
2. It is not suitable for all students. Only smart and active pupils can learn through this method.
3. Direct method ignores the other aspects reading and writing.
4. This method is expensive because of the use of audio-vedio aids.

Bilingual Method

☞ Bilingual method is devised by Prof. C.J. **Dodson** of wales. This method is a midway between the old methods- The translation-cum-grammar method and the direct method.

Principles of Bilingual method-

1. In this method situations are created by giving the mother tongue equivalent of English words.
2. Sentence is the unit of teaching.
3. Mother tongue is used to explain the meaning of new words, phrases, sentences etc.

Merits of Bilingual method-

1. It is beneficial for all types of schools located in rural or urban areas.
2. It is more effective method.
3. It saves the time, labour & energy of the teacher.
4. It is important for speech practice.

Demerits of Bilingual method-

1. Other aspects like reading and writing are ignored.
2. Students are passive listeners.

3. Grammar is not taught in this method.
- Prof. H. N. L. Shastri of C.I.F.E.L., Hyderabad found that Bilingual method is suitable for Indian conditions. It suits social, economic and cultural background of our conditions.

Translation-cum-grammar Method

This method is known as **Classical method, Oldest method**. It is based on text book teaching and the following principles-

1. Foreign language can be easily learnt with the help of grammar.
2. It builds the foundation of the child. It gives emphasis on the use of mother tongue for translation of given subject matter.

Merits of Translation-cum-grammar method -

1. It gives a clear understanding of word meaning and phrases.
2. It gives emphasis on the use of mother tongue and establish a link between new ideas of foreign language with old ideas of mother tongue.
3. Word is the unit of teaching.
4. It is effective for the primary students and overcrowded class rooms.

Demerits of Translation-cum-grammar method -

1. It is Mechanical method, it does not give sufficient stress on speaking reading and writing.
2. All grammatical structures and material can't be translated into Hindi.

Dr. Michal West's Method

Dr. West's, the director of education in Bengal, invented this method. He

describes about this method in his two books-

(i) **Learning to speak a foreign language**

(ii) **Bilingualism**

He says reading ability can be developed by reading books. For this he developed new books like - **New method readers, new method rapid readers.**

He gives emphasis on two types of reading-

(i) Oral reading &

(ii) Silent reading

Such kind of reading is useful for drilling and make correct pronunciation.

Merits of Dr. Michal West's method-

1. It develops reading habits and self activity.
2. It enrich students vocabulary.
3. It develops reading habits.
4. No much money is needed to buy A.V. aids.
5. It is economical in both time and labour.

Demerits of Dr. Michal West's method-

1. Only reading without understanding is useless and boring.
2. At early stage, readers and rapid readers do not help the beginners.
3. This method is not based on psychological principles.

Substitution Method

H.E. Palmer adopted this method. This method is also known as **Substitution Table method.**

Principles of Substitution method-

1. The words or phrases are according to the standard of the students.

2. There is one model sentence. This model sentence is used as a framework or mould and into this mould we put other words or phrases.
3. These substituted words are of the same grammatical family to which the model sentence belongs.

APPROACH

Structural Approach

- ☞ This approach is known as **new approach** or **Aural-Oral approach**. Structural approach is a multiskill approach to teaching English.
- ☞ According to C.S. Bhandhari "The different arrangement or patterns of words are called structures."
- ☞ In a language structures are meaningful words used in a particular order to convey their meaning.
- ☞ It aims at achieving the four-fold linguistic aims of teaching English.
- ☞ There are 275 structures recommended and 3000 words vocabulary by NCERT, CIE Hyderabad.
- ☞ It is based on the belief that mastery of the structures is more important rather than acquisition of vocabulary in the learning of foreign language.

Principles of Structural Approach-

- ☞ According to F.G. French-
 1. The importance of speech as the necessary means of fixing firmly all groundwork.
 2. The importance is given to forming language habits.
 3. The importance of the pupils activity rather than the activity of the teacher.

Merits of Structural Approach-

1. Use of linguistic drills and exercises enable the students to learn the structure of English.
2. In this approach, fourfold aims of teaching English are covered.
3. It gives emphasis on speech and keeps the students active.

Demerits of Structural Approach-

1. It is suitable only for lower classes.
2. Very few teachers are trained for this approach.
3. It neglects reading of all types and gives over emphasis on oral work.
4. Only well selected sentences patterns are taught through this approach.

Situational Approach

Situational approach creates real situation in the class rooms. a particular situation is created in the class rooms by use of maps, pictures, various objects, actions or drawing on the black board.

This approach tries to teach English in the same manner as he learn his mother tongue.

Merits of Situational Approach-

1. It is **learning by play** approach.
2. It creates interest among the students by the use of examples and material aids.

Demerits of Situational Approach-

1. It is suitable only in the lower classes.
2. It does not cover the whole syllabus as poetry, prose and rapid reader.
3. Trained teachers are required for it.

Audio-lingual Approach

- ☞ Modern audio-lingual theory gives stress on listening-speaking-reading-writing sequence in foreign language.

- ☞ In this approach student hears and audio stimulus and then immitate its and make some other oral response.

Communicative Approach

- ☞ Communication is a specific skill of a language. Use of language has to be achieved through using it by communication. [RPSC T.Ex. (III Gr.)-2007]
- ☞ It is student-centred and student-oriented approach. It does not believe in spoon-feeding by the teacher. Communicated approach gives a chance to manage vocabulary and invent a language.
- ☞ The Teaching learning process is a cooperative process, a two way process where the student & the teacher is essential part of this.

Aspects of English Teaching

1. Prose Teaching-

The teaching of English prose is important for English Language, its grammar, new vocabulary, pronunciation and knowledge regarding the subject.

The most useful method for the English prose lason plan is **Herbert 5 step systems**. These five steps are -

- (i) Preparation (Introduction & motivation)—तैयारी
- (ii) Presentation—प्रस्तुतीकरण
- (iii) Comparsion or Association—तुलना
- (iv) Generalization— सामान्यीकरण, For generalization the **deductive approach** is the best application.
- (v) Application — अनुप्रयोग

2. Poetry Teaching-

The value of teaching poetry in English language is the all round development of

the whole personality of pupils- emotional, imaginative, intelectual, aesthetic sides.

steps of teaching poetry-

- (i) Introduction
- (ii) Reading aloud by the teacher
- (iii) Reading aloud by the pupils
- (iv) Study of the poem
- (v) Reading again by the teacher
- (vi) Reading again by the students
- (vii) Evaluation
- (viii) Final reading by the teacher

Methods of teaching in Reading

- ☞ Reading is a specific skill. It is a process of looking at written symbols and instantly translating them into oral symbols and then associate them with objects.

- ☞ The students who want to learn English should adopt the following methods in reading.

(i) Alphabetic method of reading—

1. It is called **ABC or Spelling** method because in this method alphabets are taught first and they are put together to make words and phrases and after that the sentences are framed.
2. The process of this method is: letter—words—phrases—sentences.

(ii) The phonetic method or phonic method—

1. In this method importance is given to the sounds of the letters rather than the letters.
2. It is a **scientific method** and gives opportunity to practice individual sounds.

(iii) Word method or Look and Say method (supported by- GESTALT PSYCHOLOGY)---

1. As the name suggests, in this method the words are used as the unit of teaching.
2. The help of objects (visual aids), pictures is taken to teach the students.
3. In this method the importance is given to the **whole** instead of unit or parts. It proceeds simple to complex, concrete to abstract & known to unknown.

(iv) Sentence method of reading—

1. In this method sentences are used as the unit of teaching.
2. The teacher writes the sentence on the black board and the students are made to learn through imitation.

(v) Story method—

1. In this method a simple story is taught the students and through this they can learn; words, sentences framing.
2. This is the **best method** of teaching the small children to read their mother tongue.

(अंग्रेजी शिक्षण में छोटे बच्चों को पढ़ना सीखाने के लिए कहानी विधि (Story method) सर्वश्रेष्ठ विधि है।)

In the above methods we can say "sentence method is the best method for reading", in the words of Prof. T.K.N. Menon and Dr. S.N. Patel.

(अंग्रेजी शिक्षण में पढ़ना सीखाने के लिए वाक्य विधि (Sentence method) सर्वश्रेष्ठ विधि है।)

Methods of teaching in Writing

Generally following methods are used for the teaching in writing-

(i) Kindergarten method (Play way method)—

1. In this method Kindergarten apparatus (small pieces of food on which alphabets are written) is used to teach the students.

2. The students are asked to join the pieces and frame the letters.
3. This method is the **best method** for **infant classes**.

(ii) Tracing method—

1. In this method printed letters are given to the students with the carbon paper and a paper & the students are asked to move the pen and pencils on the given material.
2. Through this the students learn the hand movement in a better way.

(iii) Free hand imitation method—

1. In this method the students imitate (copy) the written material from the black board which is written by the teacher.

(iv) F.G. French's method (useful for beginners)—

1. In this method the students are asked to do hand and finger movement on a tray of sand or on coloured papers.

Methods of teaching Spelling

Generally following methods are used for the teaching spelling-

(i) Drill method—

1. Drill is a form of practice. So in this method students learn the spelling through drill / practice.
2. It is called traditional or rote memory method.

(ii) Incidental method—

1. In this method spellings are taught in between the teaching.
2. Incidentally, the words occur in the teaching and the meaning is made clear to the students by the teacher.

(iii) Play way method—

1. In this method spellings are taught through games.

(iv) Transcription method—

1. Here the students copy the written spellings from the black board or the book and learn it.

(v) Dictation method—

1. The teacher dictates the paragraph and then correct the mistakes of the students.

(vi) Dictionary method—

1. In this method students are asked to consult dictionary to learn the spellings.

Methods of teaching of Grammar

- ☛ Generally following methods are used for the teaching of grammar—

(i) Traditional method—

1. In this method the text book is used to teach grammar and the students are made to mug-up the rules of grammar.

(ii) Informal method—

1. In this method the importance is given to the use of grammar rules rather than cram it.

(iii) Reference method or co-relation method—

1. This method is known as incidental method.
2. Grammar is taught in between the teaching where the rules of grammar are explained to the students.

(iv) The inductive- deductive method

1. In Inductive method the learner proceed from simple to complex.
2. This method is the best method for grammar teaching.

Type of Audio-visual aids

1. Audio aids (श्रव्य सामग्री)- Radio, tape recorder, Gramophone, Lingua phone, Head phones.

2. Visual aids (दृश्य सामग्री)- Black board, Flash cards, Epidiascope, Slides, Film strips, Charts, Maps, Figures and Models.

3. Audio-visual aids (श्रव्य-दृश्य सामग्री)- Film, Television, Drama, Kathputali etc.

IMPORTANT QUESTIONS

- Language is
 - (1) gesture
 - (2) feeling
 - (3) speech
 - (4) sound
- General structure of English is.....
 - (1) SOV
 - (2) VOS
 - (3) OSV
 - (4) SVO
- Structures are the of language.
 - (1) tools
 - (2) types
 - (3) sentences
 - (4) order
- Poetry increases a child's to beauty.
 - (1) interest
 - (2) behaviour
 - (3) awareness
 - (4) sensitiveness
- Rapid reading is generally calledreading.
 - (1) extra
 - (2) additional
 - (3) second
 - (4) supplementary
- The bank does not open _____ Sundays. (RPSC Sanskrit-III Grade Gen. -2008)
 - (1) at
 - (2) on
 - (3) in
 - (4) upon
- Re-writing of the word again and again will The image of the word.
 - (1) complicate
 - (2) spoil
 - (3) duplicate
 - (4) reinforce
- Correctness in English is achieved by familiarity with the usage.
 - (1) scholastic
 - (2) conventional
 - (3) regular
 - (4) repeated
- Which composition should be taught at the early stage.....
 - (1) literary writing
 - (2) imaginative
 - (3) guided
 - (4) none of the above
- Which method is one of the old

methods in English teaching.

(1) direct method

(2) bilingual method

(3) substitution method

(4) Dr. West's method (1)

➤ In which type of substitution variables can not be interchanged.

(1) simple substitution

(2) compund substitution

(3) gramatical substitution

(4) none of these (1)

➤ The merit of the substitution table method is-

(1) use of the mother tongue

(2) lays stress on writing work

(3) prose, poetry & composition can be taught by this method

(4) none of these (1)

➤ Who adopted the substitutional table method first.....

(1) Mac Carthy (2) H.E. Palmer

(3) Kittson (4) Webster (2)

➤ Which of the following sentences is a grammatically correct sentence? (RPSC Sanskrit-III Grade Gen. -2008)

(1) Where he lives?

(2) Where is he live?

(3) Where does he live?

(4) Where does he lives? (3)

➤ Which method is known as Natural Method-

(1) Translation-cum-grammar method

(2) Direct method

(3) Substitution method

(4) Dr. West's New method (2)

➤ Who claims that bilingual method is very effective in teaching a foreign language?

(1) Prof. C.J. Dodson

(2) Dr. West

(3) Prof. Findlay (4) H. E. Palmer (1)

➤ Which method is a midway between two old methods?

(1) translation-cum-grammar method

(2) direct method

(3) bilingual method

(4) none of these (3)

➤ In bilingual method, the unit of teaching is

(1) sound (2) alphabet

(3) word (4) sentence (4)

➤ In bilingual method mother tongue is used.....

(1) to explain the meaning of new words

(2) only by the teacher

(3) during early stages

(4) all of the above (4)

➤ Thank you! is an example of

(1) sentence pattern structure

(2) phrase pattern structure

(3) formulas structure

(4) idiom strecture (3)

➤ How many types are there of strctures in English?

(1) one (2) two

(3) three (4) four (4)

➤ The word "monopoly" means:

(RPSC Sanskrit-III Grade Gen. -2008)

(1) a country run by a single politician.

(2) the speech of a single person.

(3) production of many items so that all items are always available.

(4) complete control of something so that others have no share. (4)

➤ In which reference is there difference between strctures and sentences.....

(1) meaning of word

(2) vocabulary items

(3) grammatical order of words

(4) none of these (3)

➤ Which is the correct order of procedure of teaching by structural approach.....

(1) oral drill → new situation → appropriate situation

(2) appropriate situation → new situation

- oral drill
 (3) new situation → oral drill → appropriate situation
 (4) appropriate situation → oral drill → new situation (4)
- The situation can be created by
 (1) gestures & actions
 (2) pictures
 (3) drawing on the black board
 (4) all of the above (4)
- Situational approach is very useful because
 (1) It suits to all the classes
 (2) Text books can be taught easily
 (3) Over drilling is used
 (4) It follows the principle of variety & simplicity (4)
- Which method is known as classical method.....
 (1) bilingual method
 (2) direct method
 (3) translation-cum-grammar method
 (4) Dr. West's New method (3)
- The unit of teaching in translation-cum- grammar method is
 (1) alphabet (2) word
 (3) sentence (4) all of the above (2)
- Today, translation-cum-grammar method is becoming gradually obsolete because.....
 (1) It does not enhance vocabulary
 (2) It does not develop the art of translation
 (3) It can be used in over crowded classes
 (4) It does not emphasise on S,R&W (4)
- Translation-cum-grammar method emphasises only on the aspect
 (1) listening (2) listening & speaking
 (3) speaking
 (4) listening, speaking & reading (1)
- Which method fulfils "proceed from known to unknown"?
 (1) direct method
 (2) translation-cum-grammar method
 (3) substitutional table method
 (4) all of the above (2)
- In which method the teacher can ask students to answer in mother tongue.....
 (1) translation-cum-grammar method
 (2) natural method
 (3) bilingual method
 (4) all of the above (1)
- The correct English translation of the sentence "वह अपने प्रयास से काफी सन्तुष्ट था।" is: (RPSC Sanskrit-III Grade Gen. -2008)
 (1) He was quite satisfied with his effort.
 (2) He was quite satisfied with my effort.
 (3) He is quite satisfied with his effort.
 (4) He has been very satisfied with his effort. (1)
- Which method tries to teach English by rule, not by use?
 (1) translation-cum-grammar method
 (2) direct method
 (3) Dr. West's New method
 (4) all of the above (1)
- Dr. Dreton has said "only the clever child can profit by this method" It is related to
 (1) translation-cum-grammar method
 (2) direct method
 (3) Dr. West's New method
 (4) substitutional method (2)
- Communicate competence combines: (RPSC Sanskrit-III Grade Gen. -2008)
 (1) linguistic competence and the ability to use the language appropriately.
 (2) grammatical competence and the ability to use structures correctly.
 (3) linguistic competence and grammatical competence.
 (4) grammatical competence and correct pronunciation. (1)
- Which method is based on the following philosophy "fluency in reading & facility in writing follow

- fluency speech."
- (1) translation-cum-grammar method
(2) direct method
(3) Dr. West's New method
(4) substitutional method (2)
- In which method the use of mother tongue is not allowed?
(1) bilingual method
(2) direct method
(3) translation-cum-grammar method
(4) natural method (4)
- The best method of teaching English should have a effect.
(1) tool (2) complex
(3) rainbow (4) direct (3)
- 'Input' covers of a teaching learning process.
(1) Why & how (2) What & how
(3) Where & why (4) Why & what (2)
- The pronunciation is based on
(1) vowels & semi-vowels
(2) diphthongs
(3) consonents (4) all of the above (4)
- Which phonetic symbol does not give the sound Hindi equivalent?
(1) /ə/ (2) /u:/
(3) /i/ (4) /e/ (1)
- The example of the phonetic symbol /:/ is
(1) card (2) bird
(3) sit (4) fool (2)
- The example of the phonetic symbol /i:/ is
(1) sit (2) set
(3) seed (4) taught (3)
- The example of the phonetic symbol /u:/ is
(1) book (2) hot
(3) above (4) fool (4)
- Which is true about the phonetic method.....
- (1) It is based on Psychological rules
(2) Its theory is not complex
(3) It is not workable with small children
(4) It does not require highly skilled teachers (3)
- The role of English in India is that of:
(RPSC Sanskrit-III Grade Gen. -2008)
(1) the only language of communication.
(2) the only language to be used for teaching.
(3) a second language.
(4) a foreign language. (3)
- The grammar of the words is called.....
(1) phonology (2) morphology
(3) syntex (4) phonetics (2)
- The direct method was originated from
(1) France (2) India
(3) U.S.A. (4) U.K. (1)
- Substitutional table method was adopted by-
(1) Dr. West's (2) H.E.Palmer
(3) Dalton
(4) Prof. C.J.Dodson (2)
- Prof. C. J. Dodson is related to which method-
(1) Direct method
(2) Bilingual method
(3) Translation-cum-grammar method
(4) Substitutional method (2)
- Phonetic method is used to teach -
(1) prose (2) pronunciation
(3) story (4) composition (2)
- The Situational Approach to language teaching, tries to teach English in the same manner as the child learns his/her. (RPSC Sanskrit-III Grade Gen. -2008)
(1) second Language
(2) first language
(3) foreign language
(4) national language (2)

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